

Reading Strategies Handbook:

AN ACCOMPANIMENT
TO THE
READING APPRENTICESHIP
TRAINING



Personal Reading/Content History

How to Use:

Students are asked to respond to questions that reflect upon their past experiences with either reading or a specific content area. Such questions might cover times when they felt successful, times when they felt frustrated and/or what supported or discouraged them. These histories are shared in small groups to gain a better understanding of the unique or similar characteristics that each learner brings to the content.

When to Use:

This activity can be used at the beginning of the year to help gain a better perspective of the experiences that students bring to the instruction. It will help to support the development of a classroom community and could also be utilized when a new unit of study is being introduced. For example, when beginning a new unit on fractions in Algebra, it would be beneficial to understand what experiences the students have had with previous units on fractions.

Adaptations:

To promote the element of community in the classroom, students can be asked to write a summary based on a partner's Personal or Content Area Histories.

Discussions could focus on element of support needed to insure success of those students who have previously struggled.

Metacognitive Funnel

How to Use:

The Metacognitive Funnel can be used to describe to students different levels of cognition that readers experience as they interact with text. These levels include: “Noticing Your Thinking,” “Focusing on Reading,” “Taking Charge of Reading,” and “Noticing Subject Area Discourse.” By classifying the thoughts of an experienced reader, students gain insight into their own individual thought processes as they encounter text.

When to Use:

When students are word calling and not interacting with text or seem to get lost in thought while reading, the Metacognitive Funnel provides them with a framework in which to take control of their reading for the purpose of comprehension. Readers also become empowered to control their thoughts to maximize comprehension.

Adaptations:

Scenarios of common students’ thoughts while reading could be created and posted as Graffiti Walls. Student could respond to techniques used to refocus the student. The different scenarios would then have a listing of student solutions to increase comprehension.

Think Aloud

How to Use:

In pairs, students can use Think Aloud to express to one another their thoughts as they interact with the text. A student can read a small section of text while stopping intermittently to share what thoughts occurred while reading.

The roles can then switch. Through inquiry students will assume reading strategies by hearing other's Think Alouds.

*Students will be more expressive in their Think Alouds when a scaffolding process is used.

When to Use:

Think Aloud is a great means to share with students how their teachers interact with the content texts that they read.

It becomes useful when text becomes more complex than students are accustomed, when background connections need to be made and shared, or when text structures are abstract. It is recommended that the Think Aloud process be explicated modeled by the teacher and that students are asked to focus their initial Think Alouds on an area such as questioning when becoming familiar with the process.

Adaptations:

The Think Aloud process may be used to solve complex math problems, science experiments follow multi-step directions, and in interpreting art, poetry, pictures, or charts. Teachers can Think Aloud as they interpret lyrics from a popular song.

PSSA Anchors: R.B.3.3.3, R.B.3.3.4

Talk-to-the-Text

How to Use:

Talk-to-the-Text is a means to capture a reader's thoughts as they interact with the text. As the student reads he/she writes connections, predictions, summaries, visualizations, or questions along side the text. These documented thoughts can then be added to based upon thoughts gained by peers or through class discussions.

*Students will be more expressive in their Talk-to-the-Texts when a scaffolding process is used.

When to Use:

Talk-to-the-Text is a great means get students to interact with text, rather than simply read the words. This is a valuable tool when students need to be able to apply the knowledge gained from the reading. By documenting their thoughts, they will be able to make the connections necessary for applying the newly learned concepts. It is recommended that the Talk-to-the-Text process be explicated modeled by the teacher and that students area asked to focus their initial Talk-to-the-Texts on one area such as questioning while becoming familiar with the process.

Adaptations:

The Talk-to-the-Text helps to solve complex math problems, science experiments, to follow multi-step directions, and in interpreting art, poetry, pictures, or charts.

PSSA Anchors: R.A.1.3.1, R.A.1.6.1, R.A.2.3.1, R.A.2.6.1, R.B.1.1.1, R.B.1.2.1, R.B.2.1.1, R.B.2.1.2, R.B.2.2.1, R.B.3.2.1, R.B.3.3.1

RAP*-ON

How to Use:

Students should be asked to Read a small chunk of text. They should then stop and ask themselves, “What was important here?” (Analyze). Next, students Paraphrase these main ideas and details into their own words, or ‘RAP’ them up. For summary purposes, students should then take all their ‘RAPs’ and Organize them for their Notes. A graphic organizer aids the ON steps.

When to Use:

RAP-ON is a means to get students to slow down and interact with text, while monitoring their comprehension. This technique is helpful for those students who read to get done, but understand little of what was read. RAP-ON forces students to be sure that they understand each chunk of text before they move on to the next. This is particularly helpful with dense text. When finished the students should be able to pull all the RAPs together to summarize the text.

Adaptations:

RAPs could be focused on specific concepts. For some text it might be more helpful for the RAPs to be pictures. The length of the chunk read, before students stop, can vary depending upon the students’ skills and the text itself.

PSSA Anchors: R.A.1.4.1, R.A.1.5.1, R.A.2.4.1, R.A.2.5.1, R.B.3.1.1

*RAP is based the *Paraphrasing Strategy* from the University of Kansas Learning Strategies Curriculum. Please visit: www.ku-crl.org/sim/strategies/paraphrase.html for more information.

Talk-to-the-Text

RAP-ON

Coding Text

How to Use:

Coding Text is a short-cut method for Talk-to-the-Text. Instead of writing, “I didn’t understand this part,” students can simply place a “?” near the text that caused them some difficulty. Codes can vary according to the assignment. Teachers may direct students to place a “+” near comments in which they agree and a “-“near comments that they would dispute.

When to Use:

Once students become accustomed to interacting with the text they will look for ways to abbreviate some of their notations. Sometimes the students will naturally incorporate their own coding system and other times the teacher may want to use common codes for the entire class.

Adaptations:

Coding can be modified based upon the lesson objective. For example, some text may be coded for “comparisons vs. contrasts” others may be varying points of view or even evidence and interpretations; the list here is limitless.

PSSA Anchors:

R.A.1.3.1, R.A.1.6.1, R.A.2.3.1, R.A.2.6.1, R.B.1.1.1, R.B.1.2.1, R.B.2.1.1, R.B.2.1.2, R.B.2.2.1, R.B.3.2.1, R.B.3.3.1

Metacognitive Logs

How to Use:

Metacognitive logs can be used as a means to document what students are thinking about as they interact with text. They are helpful in capturing the Talk-to-the-Text statements. Often they are focused on a specific aspect of comprehension or a specific lesson objective. Teachers can sample these to gauge the understanding of the class.

When to Use:

Metacognitive Logs can be used when content is a little more difficult than students are accustomed. Teachers might also find the logs to be a helpful tool to focus students on a specific feature of the text such as compare/contrast structures.

Adaptations:

Metacognitive logs can be organized in a variety of ways depending upon the intent of their use. Double Entry Journals are a nice compliment to the Metacognitive log. The columns can be modified to capture not only the key elements from the passage, but also the reader's thoughts on those elements.

PSSA Anchors: R.A.1.3.1, R.A.1.3.2, R.A.1.4.1

Double Entry Journals

How to Use:

Double Entry Journals ask students to respond to what they have read through differing lenses. The more common of the two lenses chosen is that of a detail from the reading and the reader's personal reaction to the detail. The notes are often taken in two-columns with related items on either side of the dividing line.

When to Use:

Double Entry Journals can guide students to make personal connections to text and to relate what they are reading to what they already know. They can also direct students toward making inferences and drawing conclusion from their reading based on a trigger statement that can be documented alongside the inference.

Adaptations:

The headings can be adjusted not only for topics, but also in number. They could include: vocabulary term, definition, context from text, personal connection. Teachers can choose the heading based on the objectives of the lesson and the passage type.

PSSA Anchors: R.A.1.3.2, R.A.1.4.1, R.A.2.5.1, R.B.1.1.1, R.B.1.2.1 R.B.2.1.1, R.B.2.1.2, R.B.2.2.1, R.B.3.2.1, R.B.3.3.1, R.B.3.3.3, R.B.3.3.4

Give One/Get One

How to Use:

Give One/Get One is a method for students to not only access their own prior background knowledge, but also that of their peers. Student should divide their paper into two columns. One should be labeled “Give One” and the other “Get One.” Given a specified amount of time and a specific topic, student should list as many details as they can under their “Give One” column. Then students should rotate around the class collecting additional facts in their “Get-One” column as they give facts from their “Give-One” column to their peers.

When to Use:

Give One/Get One works well when students have diverse background information about the topic to be studied. Often times student will possess knowledge about a topic than the teacher, depending on their interests and backgrounds. This technique helps to share the wealth.

Adaptations:

Students can make a specific number of note cards of their favorite facts. These cards can be shared so that if you give out 5 cards; you also get 5 cards.

PSSA Anchors:

R.B.3.1.1, R.B.3.2.1

T.A.G

Text Anticipation Guide

How to Use:

Select 5-10 statements from the text that capture the essence of the text. Alter a few of the statements to be false. Present the statements to the students asking them to predict if the statements are true or false. It is recommended that the TAGs be collected while students read the text. After reading, students should revisit the TAG statements. If the statement is true they should indicate where it can be proven in the text. If the statement is false, the student should correct the statement and indicate the section of text that proves that it is incorrect.

When to Use:

Text Anticipation Guides are a great way to not only access prior background knowledge, but also to set a purpose for reading. It is helpful for topics in which there are a lot of misconceptions. It is recommended that the first statement should be false, when introducing the TAG to students. You can then model how to correct a false statement.

Adaptations:

Students can complete the TAGs in pairs or share their predictions before reading and then prove their statements after reading.

PSSA Anchors:

R.A.1.3.1, R.A.1.3.2, R.A.1.6.2, R.A.2.3.1, R.A.2.3.2, R.A.2.6.2, R.B.3.1.1

Text Features

How to Use:

Text Features can either aid in comprehension or distract from it. Using a think-aloud model, teachers can guide students through the upcoming text by identifying the text features and how they can assist comprehension. Features such as chapter headings, subheadings, boldfaced words, graphs, charts and pictures can be explained prior to reading in order to connect them to the text itself.

When to Use:

Text Features can be explained when a text is new to students. Many teachers complete such tasks at the beginning of the school year when they hand out textbooks, but neglect to guide students whenever using supplemental texts.

Adaptations:

Consider how text features could be used across contents. Math text, technical manuals, and computer guides often used varied text features that need to be explicitly taught.

PSSA Anchors: R.B.3.3.1

Text Structures

How to Use:

When students are able to identify text structures, they have an organizational structure to organize the information they will encounter in text. Teachers can either provide the students with the structure that the text is organized or expose the structure through a think-aloud. Either way, a graphic organizer helps to document the information based on the structure of the text.

Possible structures include: sequential, question/answer, comparison/contrast, cause/effect, or problem/solution

When to Use:

Text structures should be identified prior to reading text that has a definite text structure or has varied structures throughout. The ultimate goal would be for students to independently identify the text structure and to independently organize it as they see fit. There is a great deal of scaffolding that needs to occur before students can achieve this.

Adaptations:

Students can work in pairs to identify the text structure and then defend their choice to another set of pairs. Additionally, students can create their own graphic organizers to arrange the components of the text as they see fit.

PSSA Anchors: R.B.3.3.1

Graphic Organizers

How to Use:

Graphic Organizers should mirror the organization of the text. The organization should provide not only a means for summarizing the text, but also be a visual reminder for the key components of the text. Students should be introduced to the graphic organizer prior to reading the text and should be able to use it as a guide to summarize and apply the text.

When to Use:

Graphic Organizers should be used at any time that students need to organize information in order to maximize comprehension.

Adaptations:

Students can work in pairs to create their own graphic organizer to represent the text they have read. When these organizers are shared with another set of partners, comprehension is magnified.

PSSA Anchors: R.A.1.4.1, R.A.1.5.1, R.A.2.4.1, R.A.1.4.1, R.A.2.5.1, R.B.1.1.1, R.B.1.2.1, R.B.2.1.1, R.B.2.1.2, R.B.3.3.1, R.B.3.3.3,

Golden Line/Word

How to Use:

Golden Line is useful in helping students to interact with text. Prior to reading the same selection, student should be asked to identify several Golden Lines from the passage. A Golden Line might be a phrase that they feel a personal connection to, summarizes the reading, or stirs an emotion for the student. In small groups, students are then asked to share their favorite Golden Line and why they chose it. When students hear each others' Golden Lines, they are in fact hearing a summary of the passage. The same process can be done with a Golden Word or paragraph.

When to Use:

Golden Line is a great means to identify several key concepts from a reading selection. It sets a purpose for students to read for the main idea and/or to make personal connection with their reading, increasing student interaction with text.

Adaptations:

When sharing their reason for choosing a specific Golden Line, peers can have a specified amount of time to respond, positively. Golden Lines can also be collected and posted as part of a study guide

PSSA Anchors: R.A.1.4.1, R.A.1.5.1, R.A.1.6.1, R.A.1.6.2, R.A.2.4.1, R.A.2.6.1, R.A.2.6.2, R.B.3.1.1, R.B.3.2.1

3-2-1

How to Use:

Prior to reading inform students that while they are reading they are to document:

3 New Things They Found

2 Interesting Things They Found

1 Question They Still Have.

After students are finished reading and documenting, validate their responses either through partner sharing, teacher collection or using the responses as a foundation for another activity.

When to Use:

This strategy is helpful to increase students' interaction in text and to focus them on summarizing key concepts. It is also helpful to ascertain students' prior background knowledge of a topic and to assess their understanding based on remaining questions they still have.

Adaptations:

The 3-2-1 items can be modified to meet the objectives of the lesson. For example, the assignment could be to find: 3 key points the author makes, 2 pieces of evidence of bias or propaganda, and 1 statement about the effectiveness of the bias or propaganda they still have.

PSSA Anchors: R.A.1.4.1, R.A.1.5.1, R.A.2.4.1, R.B.3.1.1, R.B.3.2.1. R.B.3.3.4

Keys

How to Use:

While reading, ask students to gather a specific number of key ideas from the passage. In small groups have students share their keys and ask for a condensed number of key ideas from each group to share with the class. The result should be a listing of the key information from the passage.

When to Use:

Keys is a good way to focus students on the specific details of the passage. It helps to organize cause/effect or descriptive text structures. Students will find the keys easier to locate if they have a solid understanding of the main idea and are provided with a framework for how the keys may be organized.

Adaptations:

The type of Keys that you ask students to locate can vary depending the topic or objectives of the reading. Students might be asked to identify three Keys that support a particular view point or three Keys of evidence. Keys is a nice compliment to a Jigsaw reading assignment. It helps to insure that each reader gathers all the Keys from the passage.

PSSA Anchors: R.A.1.4.1, R.A.1.5.1, R.A.2.4.1, R.A.2.5.1, R.B.3.1.1, R.B.3.2.1

Jigsaw

How to Use:

The Jigsaw is a way to divide lengthy text, giving students the opportunity to focus initially on one small chunk while gaining the information from the other segments from a peer. Divide the reading selection into smaller meaningful chunks. Assign each student a section to read and summarize for their peers. Depending upon the complexity of the text, it is helpful for readers of the same section to meet to discuss the key attributes of their section. A reader from each section should gather in a small group to report to the others the key ideas from their section.

When to Use:

Jigsaw is useful in covering a large amount of text. Caution is given that cumulative texts do not work well with this strategy. The Jigsaw does focus the reader to a smaller amount of text and hold them socially accountable to their peers for their piece of the Jigsaw.

Adaptations:

Asking each member of the Jigsaw to complete a log of all the key information from each of the members of the group helps to keep members accountable for all the components of the text.

PSSA Anchors: R.A.1.4.1, R.A.1.5.1, R.A.2.4.1, R.A.2.5.1, R.B.3.1.1

Reciprocal Teaching

How to Use:

Reciprocal Teaching entails that students view shared text through differing lenses. Each student in the group is given a specific role of either: a predictor, questioner, clarifier, or summarizer. The students read the passage in chunks, stopping periodically to report to each other based on their role. Each member of the group notes the key information shared by the others gathering information from all the lenses.

When to Use:

Reciprocal Teaching is helpful when text is dense and students are not able to multi-task the demands of comprehension. It also helps for students to be able to hear how others interact with text through the varied lenses.

Adaptations:

The roles of Reciprocal Teaching can vary depending upon the lesson demands. Some researchers include a connector in place of the clarifier. When reading a math problem, roles could include: operator, summarizer, questioner, and/or pertinent numbers collector.

PSSA Anchors: R.A.1.4.1, R.A.1.5.1, R.A.1.6.1, R.A.2.4.1, R.A.2.5.1, R.A.2.6.1, R.B.1.1.1, R.B.1.2.1, R.B.2.1.1, R.B.2.1.2, R.B.2.2.2, R.B.3.2.1, R.B.3.3.1

Graffiti Walls

How to Use:

Several controversial statements concerning the lesson topic can be posed around the room on large sheets of paper. Students should be asked to respond to at least half of the statements. The responses should focus on issues connected to the topic to either support or refute the statements. In groups students can be given the “graffiti” sheets to read aloud to the class and to summarize the responses of their peers.

When to Use:

Graffiti Walls are a great tool for exploring controversy with specific topics like bullying. Students will be very willing to offer advice if problems are posed for them to respond with solutions. It is also a means for getting the feel for the classes understanding or their prior background knowledge of the topic.

Adaptations:

Topics can be posted for connections and comparisons as well. One particular teacher posted: “Covalent bonds are like...” and “Ionic bonds are like...” Students needed to differentiate the two types and make connections for both.

PSSA Anchors: R.B.1.1.1, R.B.1.2.1, R.B.2.1.1, R.B.2.1.2, R.B.2.2.2, R.B.3.1.1, R.B.3.2.1

Questions in the Round

How to Use:

Students write a specified number of questions in response to a reading selection. These questions can be based on their need for clarity, connection, or summarization. These questions are then shared with a partner. The partners then work together to create the same number of questions either based on their original questions or new ones from their discussion. (If each partner created three questions; then as a pair they should decide on three questions to share.) These questions are then discussed with another set of partners. This group then reconfigures their questions for the class.

When to Use:

Questions in the Round supports students in not only posing questions based on the text, but to also reread text to find specific details that may be needed to answer the questions of others. Comprehension is increased as each set of students discuss the questions and search for answers.

Adaptations:

Questions can be focused on specific features of the text that met the lesson objective. For example, students may be asked to address all questions that relate to the Tories for the first reading and then focus all questions related to the Wigs for the second.

PSSA Anchors: R.A.1.3.1, R.A.2.3.1, R.B.3.1.1

ReQuest

Reciprocal Questioning

How to Use:

In response to reading a specific text, students should be asked to generate questions about the text. Students will then ask their questions to the teacher. The teacher will attempt to answer each of the student's questions, but also pose a new question that requires higher order thinking skills.

When to Use:

ReQuest can be used when teachers want to push students to think about the text at higher levels of interpretation. Often times when students have adequate background knowledge, they will continue to read text at a literal level. ReQuest promotes students toward asking themselves high level questions as they read.

Adaptations:

During a subsequent ReQuest session, students' questions will be of higher order and can be posed to each other in teams. Questions can then be gathered as a pool of test questions or study questions.

PSSA Anchors: R.A.1.3.1, R.A.2.3.1, R.B.3.1.1

QAR

Questions/Answer Relationships

How to Use:

When faced with a list of questions based upon a reading selection, QAR aids in the student's understanding of the question being asked and the means for how to respond. Question can be divided into four categories: Right There, Think and Search, On My Own, and Author and Me. By labeling the questions, students are better able to formulate answers and think about the types of questions that they themselves ask when interacting with text.

When to Use:

QAR helps students to better grasp content. It is particularly helpful when you want students to think beyond the literal interpretation of the text. By asking that their questions cover a range of QAR types, students will cross Bloom's Taxonomy of Learning with the content they face.

Adaptations:

Students can work in groups to develop a specified number of questions in each area of QAR. These groups work to evaluate other groups' questions, allowing them the critical eye for the question types, but more importantly a better understanding of the content.

PSSA Anchors: R.A.1.3.1, R.A.2.3.1, R.B.3.1.1

4-Step Vocabulary Instruction

How to Use:

This is a procedure for introducing new vocabulary. It is intended to provide multiple connections to the term for students to become better apt to generalize the term.

Step 1 involves visually showing the word, pronouncing the word for the student(s) and having the student(s) repeat the word. In Step 2 the teachers provides a student friendly definition. If students are to find the definition, they should be asked to list the attributes of the definition, not simply copy it. Teachers should then illustrate the word through concrete, visual and/or verbal examples in Step 3. Step 4 entails checking for understanding by having students differentiate between examples and non-examples, generate their own examples, maintaining a vocabulary log and answering processing questions centered around the term.

When to Use:

The 4-Step Vocabulary process is necessary for students to learn key terms and concepts that relate to the curriculum. It is recommended that this process be reserved for those high-demand terms.

Adaptations:

Students, in pairs or groups, can be assigned to use this process with specific terms and be responsible for teaching the terms to their peers.

PSSA Anchors: R.A.1.1.2, R.A.2.1.2

Visual/Verbal Word Association Cards

4-Square Vocabulary

How to Use:

The Visual/Verbal Word Association Cards are a great tool for students to use not only to learn new vocabulary, but also to help study and retain those new terms. Given index cards, students should write the term on one side and divide the other side into quadrants. In the center of the quadrants the term could again be written. In the top left corner the student writes a definition that they understand. In the top right corner, they are asked to note a personal connection; what they thought of when they read the definition. An opposite concept can be noted in the bottom left corner. The visual image that the student has in relationship to the definition should be drawn in the bottom right hand corner.

When to Use:

The process of making these cards becomes overwhelming if the students are asked to make too many. It is key to use this technique only with key concepts. If the student is responsible for larger amounts of vocabulary they can be asked to make the cards for the five that they feel are the most difficult for them.

Adaptations:

The bottom left hand corner can be modified for the objective needed. For example, the student can identify the part of speech, how the concept relates to the whole, or associated terms.

PSSA Anchors: R.A.1.1.2, R.A.2.1.2

Word Sorts

How to Use:

Words Sorts are a means for getting students to think about the relationship between terminologies provided to them. Students are given a set of terms on index cards. In small groups, students are asked to sort the terms in any manner that they feel is appropriate. Students should not be asked to sort them in any specific way. Once the students have sorted their words, they can then share their organization with another group of students, explaining their rationale for sorting them the way that they did. Groups can then repeat the process, using a different organization.

When to Use:

Word Sorts can be used when the terminology for a unit can be organized into multiple categories. This activity can be used as a means for introducing a unit that the students have some background knowledge about or at the conclusion of a unit to make connections between the terms.

Adaptations:

Through each set of sorts, students can be given specific guidelines. For example, “Sort the words based on prefixes or suffixes,” “Sort the words based upon which character you might associate it,” or “Sort the words based on which time period you think it might apply.”

PSSA Anchors: R.A.1.1.2, R.A.2.1.2, R.B.1.1.1, R.B.3.1.1

Content Area Word Walls

How to Use:

Content Area Word Walls are a visual reminder to the class of how the key terminology of the unit are related to one another. Teachers should identify all key terminology from their unit. This terminology can be posted on the wall in the class as a constant reminder to students of how all the new terms are related.

When to Use:

Anytime that the unit of study can be organized on a graphic organizer, a Content Area Word Wall will serve as a visual reminder to students of the connections between the terms associated with the unit. A Content Area Word Wall also is a great instructional aid to reference throughout instruction.

Adaptations:

Prior to beginning the unit of instruction, students can work in small groups, predicting how the new terminology might be organized based upon their prior background knowledge of the topic. Exemplar Visual/Verbal Word Association Cards can be posted under each of the terms listed on the Wall.

PSSA Anchors: R.A.2.1.2, R.A.2.4.1, R.A.2.5.1, R.B.3.3.1

Reading Apprenticeship/Anchor Alignment

BLaST, IU 17

Comprehension and Reading Skills

Anchor	Eligible Content	Skill	RA Strategies
R.A.1.1	R.A.1.1.1	Identify and/or apply meaning of multiple-meaning words used in text.	
	R.A.1.1.2	Identify and/or apply a synonym or antonym of a word used in text.	4-Step Vocabulary Instruction; Vocabulary Cards, Word Sorts
R.A.1.2	R.A.1.2.1	Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word from the text with an affix.	
	R.A.1.2.2	Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences.	
R.A.1.3	R.A.1.3.1	Make inferences and/or draw conclusions based on information from text.	ReQuest, QAR, Questions in the Round, TAG, Talk-to-the Text, Metacognitive Logs
	R.A.1.3.2	Cite evidence from the text to support generalizations.	TAG, Metacognitive Logs, Double Entry Journals
R.A.1.4	R.A.1.4.1	Identify and/or explain stated or implied main ideas and relevant supporting details from text.	RAP-ON, Golden Line, Jigsaw, Keys, 3-2-1, Reciprocal Teaching, Graphic Organizers, Metacognitive Logs, Double Entry Journals
R.A.1.5	R.A.1.5.1	Summarize the key details and events of a fictional text as a whole.	RAP-ON, Golden Line, Jigsaw, Keys, 3-2-1, Reciprocal Teaching, Graphic Organizers
R.A.1.6	R.A.1.6.1	Identify and/or analyze the author's intended purpose of text.	Focused: Golden Line, Talk-to-the Text, Reciprocal Teaching
	R.A.1.6.2	Describe and/or analyze examples of text that support the author's intended purpose.	Focused: Golden Line, TAG
R.A.2.1	R.A.2.1.1	Identify and/or apply meaning of multiple-meaning words used in text.	
	R.A.2.1.2	Identify and/or apply meaning of content-specific words used in text.	4-Step Vocabulary Instruction; Vocabulary Cards, Word Sorts, Content Area Word Walls
R.A.2.2	R.A.2.2.1	Identify and apply how the meaning of a word is changed when the affix is added; identify and apply the meaning of a word from the text with an affix.	
	R.A.2.2.2	Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences.	
R.A.2.3	R.A.2.3.1	Make inferences and/or draw conclusions based on information from text.	ReQuest, QAR, Questions in the Round, TAG, Talk-to-the Text
	R.A.2.3.2	Cite evidence from the text to support generalizations.	TAG
R.A.2.4	R.A.2.4.1	Identify and/or explain stated of implied main ideas and relevant support details from text.	RAP-ON, Golden Line, Jigsaw, Keys, 3-2-1, Reciprocal Teaching, Graphic Organizers, Content Area Word Walls
R.A.2.5	R.A.2.5.1	Summarize the major points, processes, and/or events of a nonfictional text as a whole.	Graffiti Walls, RAP-ON, Jigsaw, Keys, Reciprocal Teaching, Graphic Organizers, Double-Entry Journals, Content Word Walls

Reading Apprenticeship/Anchor Alignment

BLaST, IU 17

	Anchor	Eligible Content	Skill	RA Strategies
Interpretation and Analysis of Fictional and Nonfictional Text	R.A.2.6	R.A.2.6.1	Identify and/or describe the author's intended purpose of text.	Focused: Golden Line, Talk-to-the Text, Reciprocal Teaching
		R.A.2.6.2	Describe and/or analyze examples of text that support the author's intended purpose.	Focused: Golden Line, TAG
	R.B.1.1	R.B.1.1.1	Interpret, compare, describe, analyze and/or evaluate the relationships among the following within fiction and literary nonfiction: character, setting, plot, and theme	Focused: Reciprocal Teaching, Graphic Organizers, Double Entry Journals, Word Sorts, Talk-to-the- Text, Graffiti Wall
	R.B.1.2	R.B.1.2.1	Interpret, compare, describe, analyze, and/or evaluate connections between texts.	Focused: Talk-to-the-Text, Reciprocal Teaching, Double Entry Journals, Graffiti Wall, Graphic Organizers
	R.B.2.1	R.B.2.1.1	Identify, interpret, describe, and/or analyze examples of personification, simile, metaphor, hyperbole, and imagery in text.	Focused: Talk-to-the-Text, Double Entry Journal, Reciprocal Teaching, Graphic Organizers, Graffiti Wall
		R.B.2.1.2	Identify, interpret, describe, and/or analyze the author's purpose for and effectiveness at using figurative language in text.	Focused: Talk-to-the-Text, Double Entry Journal, Reciprocal Teaching, Graphic Organizers, Graffiti Wall
	R.B.2.2	R.B.2.2.1	Identify, interpret, describe, and/or analyze point of view of the narrator as first person or third person point of view.	Focused: Talk-to-the-Text, Double-Entry Journal
		R.B.2.2.2	Identify, interpret, describe, and/or analyze the effectiveness of the point view used by the author.	Focused: Reciprocal Teaching, Graffiti Wall
	R.B.3.1	R.B.3.1.1	Interpret, describe, and/or analyze the use of facts and opinions to make a point or construct an argument in nonfictional text.	Golden Line, Jigsaw, Keys, RAP-ON, 3-2-1, TAG, ReQuest, QAR, Questions in the Round, Graffiti Walls, Word Sorts, Give One/Get One
	R.B.3.2	R.B.3.2.1.	Identify, interpret, describe, and/or analyze bias and propaganda techniques in nonfictional text.	Focused: Graffiti Walls, Double Entry Journals, Talk-to-the-Text, Reciprocal Teaching, 3-2-1, Golden Line, Give One/Get One
	R.B.3.3	R.B.3.3.1	Identify, interpret, and/or analyze text, organization, including sequence, question/answer, comparison/contrast, cause/effect, or problem/solution.	Text Structures, Graphic Organizers Focused: Talk-to-the-Text, Reciprocal Teaching, Double Entry Journals, Content Area Word Walls
		R.B.3.3.2	Identify content that would fit in a specific section of text.	
		R.B.3.3.3	Interpret Graphics and charts and/or make connections between text and the content of graphics and charts	Focused: Double Entry Journals, Graphic Organizer, Think Aloud, Text Features
		R.B. 3.3.4	Identify, compare, explain, interpret, describe, and/or analyze the sequence of steps in a list of directions.	Focused: Double Entry Journals, Graphic Organizer, Think Aloud

